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**Parental and learners' attitude to
EFL learning, and learners' speaking
performance in peer interaction**

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Abstract

There is a growing body of research supporting the influence of parents' attitudes on their children's language learning. However, findings with L1-Spanish learners learning English as a foreign language (EFL) seem far from conclusive. The present study features a proposal mode, with the intention to provide a framework for future studies analysing the impact that parents and caretakers can have on their children's attitude towards EFL-learning in an L1-Spanish Secondary School setting and a possible correlation between learners' attitudes and their speaking performance. The proposed method is designed for 4th year students from a Spanish Public Secondary School and their parents within the framework of two suggested pedagogical activities. For data collection, two adapted questionnaires based on Gardner's (1985) Attitude/Motivation Test Battery and one of the speaking parts in the Cambridge Preliminary English Test are to be used. As possible outcomes according to the existing literature, the author expects to find a positive relationship between parental and learners' attitudes. As for the correlation between learners' attitudes and speaking abilities no solid assumptions can be made.

Keywords: learner attitudes, parental attitudes, EFL learning, speaking performance, peer interaction.

1 Introduction

When it comes to shaping attitudes, the assertion that parents and caretakers (hereinafter referred to as *parents*) have an effect on their children, is widely accepted in scientific research. However, identifying the decisive elements in parental influence is rather complex, since attitudes are manifold. Attitudinal constructs are determined and influenced not only by experiences, but by a variety of factors (e.g. Bartram, 2006).

The study of attitude and motivation specifically in foreign language learning (FLL) has "a long tradition" (Mihaljević Djigunović, 2012, p. 57), yet these elements are known to interact with other factors in a variety of environments. Anxiety, exposure and aptitude can be predictors for EFL achievement and/or performance in learning. Nevertheless, also a distinction between influences on personal, affective, educational and social levels must be made in order to shed light on their influence and determinant factors of this affective variable.

In the last years, studies have confirmed the importance that parental beliefs and attitudes can have on their children's attitudes (Bartram, 2006; Coşkun, 2015; Donitsa-Schmidt, Inbar & Shohamy, 2004; Sung & Padilla, 1998) and their performance/achievement in that language (e.g. Masgoret & Gardner, 2003, Bernaus & Gardner, 2008). However, there is still a lack to address the three variables within a single study, that is, relating the attitudes as to EFL learning of parents and their children and their offspring's learning outcomes.

Literature demonstrates that the interpretation of a learner's success can be determined and understood in different ways: using course grades, placement tests and self-evaluation can be suitable for assessing this variable. Taking into account the shift from traditional learning methods, such as the Grammar Translation Method, to more communicative classroom practices in rather recent years, focussing on speaking performance can be considered a reasonable choice. However surprisingly, despite the status and importance of oral production, only a limited number of authors (e.g. Ibnian, 2015; Syafrizal, Evenddy, Gailea, & Liana, 2018; Zeinivand, Azizifar & Gowhary, 2015) have focussed their research on oral speaking production in the target language (TL) in relation to attitude.

The present study attempts to shed light on this research niche by analysing links between parental and learners' attitudes to EFL learning, as well as to relative factors between EFL learners' attitudes and speaking performance in peer interaction.

Being based on a proposal approach, this Master's Dissertation is aimed at analysing the results grounded on existing literature. Considering the variety of approaches that can be found in that niche, the author will provide a research model that can be used for future research. Following the proposed method and criteria can allow for continuity and a higher level of consistency in that field and, hence, facilitate comparisons for future studies.

In the framework of this paper, an overview of findings from literature will be provided, followed by specifically targeted Research Questions. The Proposal consists of ready-to-use research instruments and their corresponding indications for application in line with two suggested pedagogical activities for the target group. The present study is

rounded off with a section dedicated each at Expected Results, Conclusion, Limitations and Pedagogical Implications.

2 Literature review

2.1 Classifying attitudes

A learner can hold an overall positive attitude towards the foreign language (FL) and learning that language, but have negative perceptions towards the classroom, as to norms in communication and practices of speakers from the TL (LoCastro, 2001). What might seem a contradiction at first glance clearly demonstrates the need to define the specific type of attitude to be analysed in order to understand this singularity and dimension. Their categorization will also provide a better description of its constituents.

Chambers (1999) provides the following detailed definition, which places attitude in the specific field of language learning:

'Attitude' is taken to mean the set of values which a pupil brings to the foreign language learning experience. It is shaped by the pay-offs that she expects; the advantages that she sees in language learning. The values which a pupil has may be determined by different variables, such as experience of learning the target language, of the target language community, experience of travel, the influence of parents and friends and the attitudes which they may demonstrate and articulate (p. 27).

As to assessing the reasons for studying a foreign language (FL) Gardner (1985, as cited in Masgoret & Gardner, 2003) distinguished two dimensions that are fundamental in understanding learners' attitudes: instrumental and integrative orientations: The instrumental variable in language learning refers to rather pragmatic aims, such as getting access to better jobs due to improved FL skills and better conditions attached to it. Instrumentally-driven learners do not pursue higher social contact with the TL community. An integratively motivated learner, on the other hand, decides to learn the language in order to engage with the TL community and shows a degree of identification with its speakers.

In the aforementioned definition of attitudes in the linguistic field, Chambers (1999) includes both individual (personal expectations) and environmental aspects (experience with the target community, influence from parents and friends).

2.1.1 Individual factors

Lasagabaster (2017), concentrates on individual variables in his study about motivation and language attitudes. He focusses mainly on the educational model and the languages spoken at the learners' homes, claiming that those are largely spurring students' attitudes.

The age factor was more closely analysed by Mihaljević Djigunović (2009) who found that younger EFL learners show generally more positive attitudes towards the language learning process, although ascertaining young learners' perceptions is difficult because of their lacking ability to express them. It seems that, at early ages, attitudes are mostly influenced by classroom practices and feelings towards the teacher, whereas these variables decrease with age. As learners grow, other variables of social and political nature rise in importance. Interestingly, between ages 6-10, learners do not show differences in their attitudes towards different languages in general. Notwithstanding, it was found that in older ages, language attitudes start to differ, with learners holding increasingly varied perceptions according to the respective languages. Also Baker (1992) stresses the changes of language attitudes in teenage years, stating that "[a] particular critical age in teenagers' attitudes becoming less favourable is at 14 years of age, during the third year in secondary schooling".

With regards to aptitude, Gardner (1960, as cited in Krashen, 1981) concluded that aptitude is particularly important in formal settings (e.g. classroom instruction), but not for developing communicative skills in a given language.

2.1.2 Environmental/sociocultural factors

On the other hand, Gardner (1985, as cited in Masgoret & Gardner, 2003) distinguishes three types of attitudes within the language learning setting, thus, concentrating on the environmental context. According to his findings, attitudes can refer to the target-language community, to learning a particular language, or to language learning in general. In his study of Canadian students learning French, attitudes to the target-language community turned out to be the most significant category to learners. Similarly, Clément, Gardner & Smythe (1980) revealed that positive attitudes towards

EFL are also associated to positive perceptions to speakers of that TL and the tendency to speak with anglophones frequently.

Baker (1992) investigated Secondary School (SS) pupils' attitude to Welsh in terms of bilingualism and as a minority language. He concurs that language attitude is affected, either directly or indirectly by gender, age, language background, type of schools and Welsh Literary cultural contexts. In the case of language ability, its influence on language attitude is both direct and bidirectional (check Appendix 1 for the illustration of the model). As a whole, he draws the conclusion that the environmental context is more decisive to the forming of learners' attitudes rather than individual factors.

In his study on attitudes in comparative education, Bartram (2010) shares this view. He links attitude mainly to educational and environmental variables. Educational context refers to the learning process on various levels: teachers, schools and State, comprising variables such as the teacher, use of TL, lesson activities, use of information and communication technology (ICT), textbook, assessment, school exchanges, school ethos and the curriculum. He highlights the differences of learners' more positive attitudes who had chosen the language subject themselves compared to those who were not involved in the subject selection process. Students who found themselves subject to imposition held more negative attitudes which, in turn, can contribute to a "prevalent negative group culture" (p. 141).

Environmental influences are referred to as sociocultural aspects, that is, the close social environment (parents, friends and peer groups), experiences and perceptions of the target-language community and its speakers, and the social status of the TL. Bartram concludes that sociocultural influence is greater on attitude than educational factors.

Shaw & Wright (1967, as cited in Cocca & Cocca, 2019) corroborate the impact of the outer influence that an individual's attitude can be shaped by, claiming that there is dynamic interrelation with the environment. They stress the lively nature of attitudes, being subject to changes in the course of the learning process.

In the environmental setting, geographic proximity was found as another factor for language attitude and preference discussed by Dörnyei, Csizér & Nemeth (2006) in the Hungarian L1-context. They concur that learners who lived closer to the border of a country where the TL is L1 (German-speaking Austria in West-Hungary and Slavic

languages in the East), were more motivated to learn that language and adopted more positive attitudes to it. Notwithstanding, differences in preference were found between towns and villages: in cosmopolitan areas, English was the first option, but not so in villages, where German was still most favoured in the western part of the country.

In the L1-Spanish setting, Tévar, (2014) reports that EFL learners are usually exclusively exposed to standard varieties of English (Standard British English and General American), but not very conscious of other accents of the TL. Being unaware of the social attitudes usually attached to the varieties of the English language, they ranked Received Pronunciation first in terms of preference and social status, claiming that it was clear, slow, easy to understand and they were looking up to the speaker, as a model to be followed. Cockney English and Estuary English gained intermediate positions among the four of them. The sound of Scottish, on the other hand, was downgraded as a variety of lowest social status and intelligence and described as neglectful, unpleasant and difficult to understand. The subjects' lack of familiarity with Scottish and their perceived intelligibility impeded them from recognizing this English variety, not attesting that the speaker was native of the TL. This clearly shows, how strong and fast the attitude towards a TL community can be shaped, taking only the respective accents into account.

Interestingly, the adopted accent by the FL learner themselves can also shape the attitude of fellow learners with respect to the perceived degree of ethnic affiliation. Gatbonton, Trofimovich & Magid (2005) report that learners speaking another language with a noticeable foreign accent were found to be more loyal to their own ethnic group than those who demonstrated more mastery in that sense. This finding is especially interesting with respect to groups in conflict or where a group's identity is potentially threatened due to strong power relationships.

2.1.3 Close social environment

Analysing the close social environment further, we can find influencers in the shape of peer groups, friends, parents and family. The assumption that learning is a social process is closely tied to Krueger's (2014) claim that perceptions and attitudes often develop as a consequence of interaction with other people. In both cases, there is a need of social engagement in order for them to evolve.

Aboud (1994, as cited in Donitsa-Schmidt et al., 2004) stresses that attitudes are already formed at early ages, which implies that the process of socialization plays an

important role in shaping positive or negative opinions towards a language and its native speakers. Mihaljević Djigunović (2009) shares that view, arguing that “[young learners] usually approach FLL by adopting attitudes of their parents and other significant others” (p. 201), referring to relatives, friends and also the teacher in that respect.

Classroom practices appear to be a very influential variable in learners’ attitudes (Nikolov, 2009; Mihaljević Djigunović, 2009; Dörnyei & Csizér, 1998). Nonetheless, as analysed in Bartram’s comparative study (2010) for SS learners of FLs, the teacher role (as a factor in the educational influence), though central in many aspects, appears to be minor, when compared to parents and peers, which he places in the sociocultural context.

A number of researchers agree on the impact that peer groups can have in the formation of attitudes, thus, admitting its special prominence to individual FLLs’ preferences of and perceptions about a language: Kormos, Kiddle & Csizér (2011) stressed the influence from family and friends on learners, not only in forming attitudes, but also in the setting of goals, a learner’s self-efficacy beliefs and claims on persistence and effort in the process of EFL learning.

Regarding the age factor, Baker (1992) recognizes the dynamic nature of the teenage age group, stressing the changes that occur at a personal and social level and the difficulty that this phenomenon implies. At that age, learners are very sensitive as to their self-image and self-consciousness (Bartram, 2010). In this respect, Harmer (2007, as cited in Bartram, 2010) discusses the significance of peer approval in the classroom, and stresses its relevance particularly in the adolescent age.

Findings from the ATLAS project (A Taste for Languages at School Project, 2002, as cited in Bartram, 2010) investigated the negative experiences that learners of FL associated with it. Situations of oral work in terms of pronunciation, fluency and accuracy include performance and are thus perceived as particularly negative, because of the potential embarrassment and creation of anxieties in the classroom setting.

Classroom variables such as anxiety (Horwitz, Horwitz & Cope, 1986; Yamashiro & McLaughlin, 2001), as well as peer group cohesion (Kim, 2010), group dynamics and interaction can have a major influence on the learner’s attitudes and motivations to pursue language learning (Clément, Dörnyei & Noels, 1994). In an analysis of the factors associated with the learning environment in the Hungarian SS setting, evidence for a

strong correlation with achievement, self-perception, attitude and effort was found. However surprisingly, self-confidence was not associated to the learning environment.

In the Chinese EFL learning context, the comparison with peers was found to exert additional pressure and thus directly influenced anxiety levels perceived by individuals, especially in classes with students of different levels of proficiency. Anxious students in that study described these situations as uncomfortable and envious. Others, in turn, perceived this pressure as partly motivating because for them it was an incentive to work harder. Hence, it was also found that learning strategies frequently changed as a consequence of peer influence (Yan & Horwitz, 2008).

Bartram (2010) suggests that friendship can also be a motive for subject choice and vice versa: when choosing electives, learners might either opt for the same language as their friends or avoid the language subject in an attempt to evading disruptive peers they do not feel comfortable with.

Naturally, also pressure from peer groups outside the classroom setting can be exerted. Baker (1992) revealed how youth culture can have a considerable effect on young learners' language attitudes. He observed that in the English and Welsh language setting, children groups were prone to become more Anglicised and thus less attracted by Welsh as a consequence of being involved in 'pop' culture. On the other hand, engaging in Welsh cultural activities contributes to the creation of a more favourable attitude to that language.

Within the Spanish context, Muñoz (2017) addressed the complex and fluctuating nature of attitudes in the course of time, and observed changes in attitudes and learning outcomes in a longitudinal study with a group of students over a 10-year period (from age 6 to 16). The researcher confirmed earlier findings, stating that overall positive attitudes in younger years are attributed to enjoyment as a result of classroom practices and the teacher, but decrease after a while, especially in the second half of Primary School (PS) and in the transition from Primary to SS. In an attempt to explain the lack of motivation and fluctuation of attitudinal aspects, she identified five issues that appear to be of significant importance in the learner's experiences: Motivation (largely determined by the role of English as a world language, Parents' Encouragement and Model, Classroom-

Related Factors, Extracurricular English Lessons and Learning From Out-of-School Exposure.

It is noteworthy that changes in classroom practices, individual teaching styles and approaches appeared as strong influencers in learners' attitudes. The EFL teachers' classroom management styles were criticized for both being too mild or too strict. After the third year, it was reported that playing less, writing more and increased difficulty led to a downward-trend in their fondness of EFL-learning. The experience drawn on from PS seemed to be a strong predictor for the adaptation in the transition to SS. At that stage, the focus on grammar and literacy-related tasks rather than playing and doing fun activities was negatively perceived by the learners. Especially the strong grammar-orientation, the repetitive and thus non-challenging approach contributed to their discouragement.

On the other hand, also the usage of the TL played an important role in the 10-year trajectory: A number of students were discouraged by the slow progress in the school subject, claiming that they liked the TL *per se*, but not the subject at school. In part, this was due to the fact that they were attending extracurricular lessons in smaller groups which allowed them to make faster progress. This, in turn, made the lag between the subject at school and their actual English level more obvious and their classes at school were not challenging enough anymore.

A further determinant in this respect was the exposure to the TL outside school(s), mainly through student exchanges and watching content on the internet. This allowed for self-paced learning in a more relaxed and thus anxious-free situation. Real contact with the language and its speakers was reported to have a strong effect also on the two weakest learners from the study group, since finally learning the language resulted in something meaningful: communication with other people.

Having illustrated the ultimate importance of the environmental factors that contribute to the formation of attitudes, for the aim of the present study, the focus will be on the parental variable within the sociocultural influences to FLL.

2.2 Parental influence in FLL

Regarding the parental variable, in his examination of perceptions of parental influence on attitudes to language learning, Bartram (2006) states that “[t]he assumption

that parents have some effect on their children's attitudes to learning is one that few educationalists would challenge" (p. 211). There is scientific evidence that parents' attitudes have an influence on their children's attitudes to FLL (Bartram, 2006; Donitsa-Schmidt et al., 2004; Sung & Padilla, 1998; Coşkun, 2015). However, defining the ways and how this influence comes to happen is a "slightly more complex and contentious matter" (Bartram, 2006, p. 211).

Baker (1992) argues that familial influence, compared to that of peer groups, has become weaker in the course of time. Still, he acknowledges that parental impact to their offspring's language attitudes "is likely to be considerable" (p. 109) since language background was found to have an impact on learners' attitudes in his study, confirming the importance of languages spoken at home as a valid variable. Chambers (1999) further lists educational, socio-economic, sociocultural and ethnic factors as possible influencers to parental attitudes.

Coşkun's study (2015) revealed that learners showed a generally more negative attitude towards EFL learning than their parents. When comparing their answers, though, it was found that the relationship between positive/negative responses from parents and their children was significant. That is, if a parent is positive towards EFL, this behaviour is mostly reflected by the learner and vice-versa. This result suggests that parental responsibilities are important when it comes to fostering their children's motivation levels and their perception of the learning process. The data were obtained through the analysis of elicited metaphorical perceptions from both parties in the Turkish SS context.

Positive parental contributions to learners' attitudes were also found to be crucial in a study of Arabic taught in Israeli schools (Donitsa-Schmidt et al., 2004). Learners who were enrolled in the TL had more positive views about the language, its community and culture. It appeared that their attitudes and behaviour were largely influenced by their parents, being them the ones who had motivated them for studying that language. Parents as predictors to motivation were ranked second only to the Arabic study programme.

Sung & Padilla (1998) also ascertained the central position of parents in their research on students learning Asian languages in California. A comparative study was made between Primary and SS students and their respective parents. Ethnic Heritage-Related Motivation turned out to be a major contributory influence for learning for both

age groups. Student motivation, parental attitudes and the level of parental involvement were positive in both groups, but all variables emerged higher for elementary students. Interestingly, the researcher also investigated possible gender differences in parental involvement and attitudes but could not find any evidence for that.

Parental encouragement related to interest in attitudes to EFL learning is another variable analysed by Penjak & Karninčić, (2015) in the Croatian context. The analysis also considers the gender factor and reveals that, similar to Sung & Padilla (1998), parental encouragement in their children's learning was not found to be gender based. In turn, a statistical correlation between the variables 'interest in EFL' and 'parental encouragement' in the case of male learners was found. It appears that males needed the positive influence from their parents to pursue their language studies, whereas females managed to keep motivated on their own, based on their inherent positive attitudes.

With regards to the learning environment, also older siblings (Gregory, 2001) and grandparents (Jessel, Kenner, Gregory, Ruby & Arju, 2011) seem to have a stake and make valuable contributions to learners. The results of the analysis of parental roles and support in the Colombian EFL homework context suggest that parents have a positive influence on the learners' outcomes even when they lack command of that language. Their roles may include facilitating EFL learning in terms of time and learning material, offering feedback and monitoring learning activities. The student group were 13-16 year olds and were found to benefit when managing information by using their parents' feedback to co-construct knowledge. As a consequence of their parents' support, it was suggested that adolescents are more likely to become confident and obtain better learning outcomes (Hurtado Torres & Castañeda-Peña, 2016).

Bartram (2006) compares language attitudes from FL learners of English, French and German from two comprehensive schools each in England, The Netherlands and in Germany. He analysed the role of parents in three different dimensions, relating each of the following variables to a learner's attitude: parental views on usefulness, parental linguistic background and parental perceived status. He found that positive and negative attitudes towards a FL are largely mirrored in the three national samples. Also, a link between parental knowledge of FLs and their children's attitudes was suggested, adopted in base of lack of support and transmission of negative attitudes about the TL communities. Notwithstanding, the most influential factor in his study turned out to be

the importance, status and utility that parents attached to a specific language and thus contribute to shaping their children's views. He therefore stresses the role of parents as "important actors in this construction process" (p. 220).

Interestingly, parental lacking knowledge was sometimes found to be associated with increased motivational ambitions, especially in the case of Dutch and German learners. It seems that they were aware of their parents' regrets and were thus more determined in their FL learning (Bartram, 2006). That finding is corroborated by Yan & Horwitz (2008) stating that "[e]ven when parents did not know much about English, they still offered advice" in the Chinese EFL context (p. 166), and also echoes Hurtado Torres & Castañeda-Peña's judgement that also parents with insufficient language experience can be key in constructing a learner's understanding. However, mainly with English students the contrary was found where learners broadly seemed to feel supported and confirmed by parental lacking knowledge.

When comparing the national samples from Bartram's study (2006), particular indifference and lack of knowledge of other languages were strong in the case of the English participants, with more than half (51,8%) of the responses demonstrating negative parental attitudes. The Dutch were by far more positive about EFL learning and German parents turned out to be the most positive ones (17,8% and 1,5% of negative responses respectively).

Again focussing on the Spanish context, all subjects in the longitudinal study on L1-Catalan-Spanish EFL learners (Muñoz, 2017) reported positive attitudes from the part of their parents, independently of their FL knowledge and educational level, which was confirmed in the findings from the parents' questionnaires.

One subject's parents lacked knowledge of the TL but still held positive attitudes towards it, although they did not offer active encouragement in the learning process of their child. These parents were the ones with lowest educational level and their child-learner turned out to be one of the least successful participants from the study group. The learner in matter lacked real contact with the language outside school and eventually showed interest only when getting in contact with international participants in a sports competition, when realizing that English as a means of communication was necessary.

Most successful learners confirmed that their parents were critical in their motivation and their exposure to out-of-school English. In the interviews with the EFL learners, parents were frequently reported to encourage and show interest in their children's performance and some even were role models to their offspring.

Unfortunately, although the study provides a summary of findings on parental support and encouragement for the entire trajectory, it does not suggest possible changes in educational practices or how parental attitudes and priorities have possibly evolved in the course of time. Therefore, the aforementioned outcomes cannot be generally attributed to SS students, since it covers the learners' evolution from ages 6 to 16.

It is tentative to reach conclusions from the aforementioned studies. Nevertheless, it is important to keep in mind that attitudes and perceptions are interconnected with a number of variables and, therefore, complex and dynamic. Likewise their definitions are often not clear or sample sizes too small to be representative. Therefore, conclusions should be drawn with caution. Also Baker (1992) warns that a matching between parents' and children's attitudes does not necessarily mean that one is caused by the other. That likely correspondence might arise from relationships with individuals in the close surrounding or school and be a consequence of community, economic and cultural factors.

2.3 Relating learners' attitudes to performance

Gardner's (1985) socioeducational model suggests that there are two dimensions of attitude: attitude toward the learning situation, and integrativeness. These two variables constitute the motivation of a learner which, in turn, contributes to higher or lower achievement in that field. In analyses on attitudes, motivation and second language learning, carried out by Masgoret & Gardner (2003) and Tremblay & Gardner (1995), it was found that positive attitudes lead to more positive results, but findings also seem to depend on the nature and type of the assessment tasks used in data collection. As a further point, the relationship was found to be strong with younger learners, and to decrease and grow more complex with maturity of learners and higher proficiency levels (Mihaljević Djigunović, 2009).

In more recent research, a number of researchers have been investigating a possible relationship between learners' attitudes towards FLL and their ultimate language learning outcomes. Comparing those studies and drawing conclusions is problematic

though, because different approaches as to obtaining results of learning outcomes have been used. Yamashiro & McLaughlin (2001) claimed that “it is difficult to make clear comparisons” (p. 113), as a result of the complexity and difficulty to interpret and isolate single factors. Also the fact that definitions, methods and measurements “depend on the theoretical perspective of a given researcher” (p. 113) is of no help in this respect.

Most studies have worked on achievement as a variable, using test scores or course grades as a reference (Atay & Kurt, 2010; Bernaus & Gardner, 2008; Fakeye, 2010; Ibnian, 2015; Johnson, 2012; Syafrizal et al., 2018) or subject students to self-assessment (Yan & Horwitz, 2008). Others have focussed on performance or proficiency as a factor related to language learning attitudes, using language tests (Cocca & Cocca, 2019; Glomo-Narzoles, 2015; Yamashiro & McLaughlin, 2001; Yashima, 2002; Zeinivand et al. 2015) and self-evaluation (Mahripah, 2013). Some authors appear to use the terms ‘achievement performance’ as one single term (Phakiti, 2003; Chien, 2008).

It might appear reasonable to assume that there is a link between a learner’s attitude/motivation and their learning outcomes. In fact, a number of studies confirm the claim, having found positive correlations (Fakeye, 2010; Ibnian, 2015; Johnson, 2012; Yamashiro & McLaughlin, 2001), or even significant ones (Atay & Kurt, 2010; Cocca & Cocca, 2019; Glomo-Narzoles, 2015; Latif, Fadzil, Bahroom, Mohamad & San Ng, 2011; Mahripah, 2013; Syafrizal et al., 2018; Yan & Horwitz, 2008; Yashima, 2002; Zeinivand et al., 2015). However, Cook (1991, as cited in Fakeye, 2010), could not find a positive correlation between proficiency in French learners and their attitudinal factors and attributed differences in attitude to the age-factor.

Bernaus & Gardner (2008) report that, in their study with Spanish-L1 SS students, motivation was a positive predictor to English achievement; however, attitudes towards the learning situation were found to be negatively related. The study was conducted with 15-year-olds from 31 schools (public and private subsidized schools) and the generalisations made are solid on an individual and on a class basis.

In order to interpret this finding well, it has to be understood that the integrativeness-factor significantly affects motivation and consists of three components, one of them being attitudes towards the TL community. The motivation-factor, in turn, is comprised of another three factors, including attitudes towards learning English. As

motivation was found to be a strong determinant for English achievement, attitudes obviously had a stake (see Appendix 2 for more detailed results of that study).

It seems relatively logic to suggest that there is also a strong link between academic achievement and academic performance. Meleki & Zangani (2007) investigated the two variables and, in fact, reported a strong correlation in EFL learners. However, they ascertained that proficiency becomes more visible through writing than speaking tasks.

As a whole, the reviewed studies did usually base their attitudes/motivation surveys on Gardner's (1985) Attitude/Motivation Test Battery (AMTB). Unfortunately, only a small number of studies focussing on performance could be found. A further impediment to making generalisations is the fact that, in some cases, students self-assessed their perceived language competence and, thus, results might be far from objective. A further weak point is the subjects' age: in the aforementioned studies both adolescents and university students were considered, when individual affective variables are possibly influenced by age, among other factors.

For the aim of the present study, it seems more reasonable to assess performance as a variable rather than relying on grades and scores from one or various subject teachers. It appears that most researchers focussed on overall performance, rather than on one specific skill, except for writing, which seems to have received more attention in this respect (e.g. Erkan & Saban, 2011; Fageeh, 2011).

With regards to speaking ability in EFL related to attitudes, only three studies could be found (Ibnian, 2015; Syafrizal et al., 2018; Zeinivand et al., 2015), but only the last one assesses speaking performance also matching the learners' age group:

The analysis is relatively recent (2015) and was conducted in the Iranian High School setting. For the assessment of the students' EFL learning attitudes, the AMTB with a length of 48 items and answers on a 5-point scale was used. Speaking performance was evaluated through a single task that was explicitly completed for the purpose of that study. The results revealed that the 70 participants (35 female and 35 male) held very high attitudes towards EFL. The authors stress that this is crucial in successful L2-learning, especially in a context with limited access to native speakers of the TL.

According to the Pearson Correlation Test, they found a statistically significant relationship between speaking proficiency and attitude in their learners.

In general terms, this study can serve as a model for the assessment of the addressed research variables, although the information provided is partly too scarce. Among other details concerning environmental factors, further clarification on the procedure and evaluation of the speaking task would be necessary in order to undertake a comparative study in the Spanish-L1 context.

The focus on speaking ability seemed obvious due to the importance of that skill in communication (Leong & Ahmadi, 2017; Nazara, 2011) and the fact that speaking is more valued by learners holding higher proficiency levels (Johnson, 2012), which the age group of interest is expected to have.

However, at present, comparatively little research has focussed on the relationship between a learner's attitude and speaking performance in the TL in an L1-Spanish context. This ability is of particular interest, since it seems that, compared to the other skills, oral proficiency shows dissimilar relationships when associated with other variables: Lightbown (1993, as cited in Fakeye, 2010) claimed that academic ability is an important predictor for success for reading, grammar and vocabulary, however, it appeared not to be related to the speaking skill. Furthermore, Tanaka & Ellis (2003) analysed the relationship between learner beliefs and speaking performance and found that significant changes in learner beliefs do not necessarily lead to higher oral abilities.

The results from a study by de Dios Martínez Agudo (2014) with Spanish adolescent EFL learners suggest that learner beliefs and attitudes are largely based on their past experiences in language learning, echoing findings from Muñoz (2017). Subjects from the study showed certain dissatisfaction with the EFL education they had received and the progress made in their learning endeavour so far. The author argues that this mismatch might have negative effects on the classroom practice and language learning outcomes.

It is worth mentioning that these learners presented a high degree of instrumental motivation for communicative purposes, however, only less than half of the students believed that speaking and listening are more useful than reading and writing English. Despite their rather traditional beliefs of language learning, two thirds of the participants

hoped to communicate successfully someday. Their inner disruption of expectations and practices becomes even more obvious with the general tendency towards traditional learning methods, a focus on grammar and a preference for frequent error correction, but longing for a more enjoying language learning experience.

The enjoyment-factor in the EFL classroom was investigated in the L1-Spanish background with respect to the teacher and was found to be a more influential factor than Foreign Language Anxiety (FLA). Indeed, native English teachers were considered to contribute to a higher level of Foreign Language Enjoyment (FLE) than those who were not. Only a small significant negative correlation was revealed between FLA and FLE, suggesting that they are two separate dimensions, rather than the opposites of a single emotion. This means that anxious students do not necessarily enjoy EFL classes less and vice versa, but this variable appears to be more dependent on the teacher and their pedagogical skills. Regarding anxiety levels, a further result was that subjects generally experienced higher levels of anxiety with younger and very strict teachers who used the TL less often in the classroom. Certainly, the TL use by the teacher was found to contribute to increased enjoyment, but did not have an effect on FLA (Dewaele, Magdalena & Saito, 2019).

As to the performance factor, Muñoz (2017) reported a strong correlation with motivational attributes with EFL learners at the age of 16 (grade 10), but not so with the same learners when they were only 12 years old (grade 6). Consequently, not only attitudes and achievement appear to be changing over that period of time, but also their relationship is not linear. Interestingly, also a high association between scores in grade 10 and aptitude was found, suggesting that language aptitude is a stronger predictor for EFL in SS than in previous stages. It is worth mentioning that speaking was not included in the achievement scores of that study, thus raising doubts whether relations may have been dissimilar when including oral production.

Exposure to the TL and language use in relation to L1-Spanish EFL learners' proficiency was further analysed by Llanes and Muñoz (2009). They measured their subjects' listening comprehension skills, and rated their oral fluency and accuracy before and after a short stay in an English-speaking country. As a result, despite being short experiences, the stays abroad revealed significant gains in most of the measured variables, but not in accuracy, which the authors attribute to the fact that learners "may produce

more lexical approximations” (p. 361), when producing a higher number of words in the TL in the post-test. Age was not found to be a determinant for predicting language gains during the stay abroad, but proficiency turned out to be: lower-proficiency learners experienced comparatively major gains, measured in terms of vocabulary acquisition, accuracy and fluency. There was a “substantial difference” (p. 362) between those who stayed three or four weeks according to the analysed results, demonstrating that also short experiences of that type can have major impacts on learners’ learning progress. Unfortunately, the study of matter failed to measure attitudinal gains throughout the experience; thus, no assumptions can be made in this respect.

In relation to home variables, Lasagabaster (1998, as cited in Lasagabaster & Sierra, 2009) observed that the sociocultural factor, that is the parents’ education level, seems to greatly affect the learner’s FL success, with learners whose parents had reached higher levels obtaining better results. In this study, higher sociocultural status (claimed to determine learners’ attitudes) was found to be positively correlated to language achievement, rather than the socioeconomic situation of the family, broadly related to family income. This gives rise to the assumption that attitudes are positively related to performance, specifying the impact of parental variables on a learner’s FL competence even further.

To the best of the author’s knowledge, no studies have investigated the relationship between learners’ and parental attitudes to EFL learning and a possible correlation with the learners’ speaking performance in the Spanish-L1 context. Conducting further studies in this field is important, since, according to the findings in literature, parents are key to their children’s attitudes. Promoting a more positive sentiment towards EFL learning among parents can therefore have positive effects on those of their offspring and lead to better performance, although the effect on speaking is still uncertain.

3 Research questions

In line with the findings above, the following research questions (RQs) have been formulated:

RQ1: Do findings on the relationship between parents’ and their children’s perceptions regarding EFL learning apply to L1-Spanish SS students?

RQ2: How are learner attitudes toward EFL related to performance in an interactive oral task?

4 Proposal

In the event of carrying out the present study, this could be achieved following the subsequent indications.

4.1 Suggested pedagogical activities

The findings from the present study give rise to a number of possible implications for EFL teaching and learning. More precisely, two variables will be covered in this section in the form of concrete proposals for the EFL classroom:

- Providing exposure to real out-of-school English for learners
- Getting in touch with native speakers or other EFL learners abroad

Regarding the willingness to changing attitudes, different aspects play a role in both parties. An EFL learner at a SS level is still a minor and, thus, subject to the orders of the teachers and/or parents. Also peer pressure can have a positive influence in that respect: assuming that the majority of the students in a class will be more inclined to learn than those who oppose themselves actively to the learning process, learners who are less fond of learning would break ranks with respect to their fellow learners. Standing out in that sense is not usually sought in teenage-ages; therefore, peers can act as an agent for conformity. However, there is still the home variable in which parents have a major share of influence, forming opinions and making decisions subject to their own criteria. Negative experiences from their past or simply idleness on their part can have a negative impact on their child's EFL learning progress (Bartram, 2010). Altering those parental beliefs and attitudes thereto is very difficult since, compared to their offspring, they themselves are free to do and decide whatever they like, without pressure from outside agents. For that reason, provoking change and the adoption of more positive attitudes was found to be more difficult with parents than their children.

4.1.1 Providing exposure to real out-of-school English for learners

The author resides in Pamplona, a city on the route of St. James' Way (often also referred to as *Camino de Santiago*, its Spanish denomination). Every year, thousands of pilgrims traverse Pamplona on their pilgrimage (approximately 57.000 in 2019), a major share of them staying overnight. The majority of pilgrims, 73%, is of international origin

(Turismo Navarra, 2019, p. 17), thus, comes from a wide variety of countries and English is usually their main tool for communication. This potpourri of different nationalities brings about a vast number of different accents and varieties, which constitutes an asset. This project aims at bringing pilgrims and EFL learners together, thus providing real out-of-school exposure in meaningful situations.

The idea is to start a project in collaboration with other school subjects in three phases: pre-task (preparation), main task and post-task (presentation of the results). For the purpose of this paper, only the main and post-task of the English subject are dealt with in detail. Small groups of students (2-4) from the 4th year of SS (aged 15-16) will spend a day at a pilgrim shelter from 11 am to 6 pm and assist pilgrims from different nationalities with pilgrimage-related inquiries. Those typically include the following areas:

- Welcome and giving basic explanations on the working of the pilgrim shelter (stamp in pilgrim's passport, assigning a bed/sheets/towel, indicate location of facilities);
- Giving directions to restaurants, chemist's, supermarkets and tourist attractions;
- Providing information related to the weather-forecast and next day's route (reservations, backpack-transport, possible difficulties on the route and length);
- Trouble-shooting (finding alternative accommodation in case there are no more beds available, backpack-claims, health-issues, lost and found objects, too heavy backpacks);
- Casual conversation

As this main task requires specific skills about the pilgrim route, its historic and cultural background, the pilgrim shelter, problem-solving and vocabulary knowledge, these areas will be thoroughly dealt with in the preparation phase (pre-task). The pilgrim shelter in matter is called *Albergue turístico y de peregrinos Jesús y María* and has a capacity for accommodating up to 112 pilgrims (Ayuntamiento de Pamplona, n.d.) It is both public and the city's biggest pilgrim accommodation.

Acting in small groups of learners is important here, since that will help the students to gain more confidence. Lack of capacity in responding in a given situation can be expected due to the existence of a number of English varieties and the fact that a big share of international pilgrims are not natives or not even very proficient in that language. Negotiation of meaning is expected to be necessary in that context and problems arising from lack of understanding can be settled with support from fellow group mates. Hence, the importance for learners to be there in small groups.

The ideal period for that project is June, when the third term at school is already completed and resit-exams are taking place. At the same time, summer is high-season for pilgrimage-tourism. Therefore, support from EFL learners will surely be welcome from the part of the workers. On the other side, learners will be dealing with real people in a real context, which is hoped to increase their motivation and effort levels in the upcoming year (Muñoz, 2017).

The idea is that each group of students also prepare and give a small presentation on their stay and disseminate the project on an institutional level (post-task). For that purpose, they will have to make notes during their service, documenting information related to demographic aspects, the nature of the inquiries, difficulties encountered and ways to solve those.

Carrying out a project is more effective when the findings and outcomes are presented beyond the class-setting. For that reason, it is recommended that these presentations should be given also to other classes of the same or lower levels. Also inviting parents and families could be very worthwhile, since that would foster a community sense among parents, establish closer teacher-parent relationships and learners could actively show their parents what they are actually able to do and achieve with their English skills.

The student groups should be free to choose the most suitable tool for their presentation (PowerPoint, Prezi, infographics with genial.ly or Canva, among others). Furthermore, this project could also be disseminated through the school's homepage and/or blog, through the school's magazine or in the shape of a poster in the entrance hall or on the notice-board. The interdisciplinary approach can be fostered again by

incorporating subjects such as Technology, Arts and Spanish in the post-stage of this project.

A telegraphic illustration summarizing the stages and activities of this project can be found in Appendix 3.

4.1.2 Getting in touch with native speakers or other EFL learners abroad

Llanes & Muñoz (2009) illustrated the positive benefits that a short stay abroad can have on the learners' language abilities. Without doubt, exposure to real situations with other speakers of that language is fundamental to raise and maintain learners' motivation and learning endeavour. When realizing that this language is actually necessary to communicate with others, their learning will be considerably more meaningful to them (Muñoz, 2017). However, it was also reported that learners did usually make excessive use of their L1 during summer abroad programmes and failed to seek opportunities to engage socially with native speakers. As a consequence, they did not make appropriate use of their stays and lost valuable occasions to communicate (Llanes & Muñoz, 2009). The authors claim that careful preparation is necessary with regards to the learners' attitudes, demonstrating the need to maximize contact with speakers of the TL and seeking opportunities for active use of the TL.

Student exchanges with partner school from other countries are already quite common in the L1-Spanish SS context. Implementing a number of additional organizational actions can be key for seizing the abroad stay at its maximum. In this section, those activities will be presented in three stages: pre-stay-abroad, abroad stay and post-stay-abroad.

4.1.2.1 Pre-stay

Regarding the pre-stay period, it is fundamental to get in touch with the class from the partner school on various occasions during the school year. This can happen even using an interdisciplinary approach, that is, comprising various school subjects (CLIL - Content and Language Integrated Learning) and its teachers being involved. A very suitable platform for this type of international collaboration and interaction is *eTwinning*, a project initiated by the European Commission in 2005, as part of the Erasmus+ venture. (eTwinning newsletter, 2019).

Furthermore, time should be dedicated for interaction with students who were taking part in the exchange programme during the last school year. Information might be

perceived not only as more trustworthy but also more relevant when it is a student who tells about their experience abroad. It is also more likely that learners ask questions in a learner-learner interaction, since their power relationship is more balanced when compared to the one of student-teacher. Those experienced students can give valuable insights into last year's practice and are more capacitated to give recommendations based on what they had seen and on perceived difficulties. This information-exchange could happen in class or through the assignment of a *buddy*.

Another variable that can be decisive for success or failure is the assignment of an appropriate student from the partner school. The organizing teachers should dedicate enough time to gather information from each student in order to find good matches. Decisions on combinations can be made based on shared interests, sports and leisure activities. Getting on and having things in common is crucial since each learner and their assigned exchange student will spend most of the time together during the duration of the stay.

4.1.2.2 *Stay abroad*

The main aim during the stay abroad should be to give each learner the maximum number of possibilities to socially engage with speakers in the TL, and reducing use of L1 in a natural way at the same time. This can be difficult to achieve when the whole group of Spanish students will meet at school in the mornings and during scheduled after-school activities, as L1-Spanish learners will address their fellows in their L1. An alternative could be carrying out the student exchanges in summer and/or holiday periods. That way, time with the host family and possibilities to communicate with them would be maximized, and the learner can be fully integrated in day-to-day activities. Since mornings would no longer be spent at schools, it is of vital importance that learners be assigned to FL students who have things in common so that they can do activities in their leisure time that are pleasant, interesting and therefore meaningful for both parts. Achieving this will contribute that all members feel more comfortable.

In addition to having greater exposure to the TL and its community, reflection about learning on a daily basis can be another very valuable contribution to the individual learning process. For that purpose, learners should be required to dedicate some minutes of each day to report their experiences, such as new vocabulary learnt and situations in which it was used, new and/or problematic situations and how they were overcome, sense

of achievement, etc. The teacher should draw lines on a number of categories to be included in the booklet, but a learner's freedom of choice on how this information is put down on paper and ease of use are two basic requirements here. Hence, this should be perceived as something useful to each individual, rather than another imposed school assignment.

4.1.2.3 Post-stay

Sharing experiences after the stay is a fundamental part of this project. After completion of the exchange, further follow-up work should be done to foster reflection on the abroad experience and its usefulness. At this stage, learners might also come up with valuable recommendations for future student exchanges and the organizing teachers should take note of them, attempting to eliminate weak points for future programmes. A further point is the question how to secure greater continuity to the project. Organizational issues as to receiving the exchange students on site and strategies to strengthen bonds between the schools should be discussed.

Learners who were participating in this kind of activity should also present their findings on an institutional level in a number and variety of occasions and media. Findings should firstly be presented to fellow students and on a later stage also to learners from lower years, their teachers and the learners' parents and families. This can be done through organising informational events both during or out of school timetables.

However, the learners' experience can also be shared through written or graphical contributions in the school's magazine, on the school's homepage, intranet and blog. Also providing information in the form of physical formats can contribute to the dissemination of the exchange programme, such as through illustrative posters and pictures in the entrance hall or on the school's news-board.

An illustrative table summarizing the aims and activities of the different stages can be found in Appendix 4.

4.2 Participants

The study would be conducted in a Spanish Public SS, its participants being, in ideal circumstances, between 20 and 30 L1-Spanish EFL learners and their parents. The target age of the learners is 15-16, meaning that they are coursing their last year of compulsory school education. At that stage, students will already have had at least six years of EFL at PS and another four years at SS. Depending on the location within the

country and the school's core areas, the ordinary schedule will include three or four English lessons a week, of 50-55 minutes time length each. The target-age was found to be ideal due to the fact that at that point in time, learners will most probably have formed attitudes towards the language, the subject, the teacher and the TL community. This is especially true because, being on the verge of completing compulsory school education, pupils will have to decide on their next educational step and, in turn, on the weight that English will have in that new stage.

In ideal conditions, subjects do not necessarily have to be from the same class, but should be taught by the same teacher, so that bias from different classroom practices and teaching-preferences originated from the instructor can be eliminated. Gender could be a descriptive variable in the study. For that purpose, the balance between male and female participants should be ideally close to even.

Technically any student could participate in the study, but there are a number of factors that could seriously affect results: being bilingual, having lived in countries where English is usually spoken, repeating the subject, among others. Those are aimed to be detected with the questionnaires and eliminated from the sample in order to avoid bias.

In order to make sure that the participants in that study are reasonably balanced, preselection is necessary. Therefore, possible candidates will take the computer-based Cambridge English placement test (University of Cambridge Local Examinations Syndicate, 2020). The results will help to guarantee level-matched B1 candidates. Although that test is limited to assessing listening and reading skills, it will provide a general idea on the learners' levels, and the lack of a measurement on oral skills avoids familiarity with the task.

Participation in the study should be voluntary and would need parental written consent for the data collected in the questionnaires and the audio-recorded data from the speaking task. Data should be collected at the school(s) premises in the case of learners, and through a paper-based version of the questionnaire for parents.

4.3 Data collection and instruments

In order to assess the attitudes towards EFL, there would be two different questionnaires, one for parents (see Appendix 5) and one for learners (see Appendix 6). For easier understanding, the items are worded in the learners' L1. This instrument for

data collection was adapted from Prieto Arratibel & Bueno-Alastuey (2015) who, in turn, based their questionnaire on Gardner's (1985) AMTB. Their questionnaire was aimed at learners and focusses on the following areas: Parental Encouragement (8 items), Instrumental Orientation, Motivational Intensity, Desire to Learn English, and Attitudes towards Learning English (4 items each). Participants would be required to indicate the degree of approval of the items on a 5-point Likert-scale (1-5, 5 meaning full agreement). Each questionnaire also includes a section in which relevant background information on each participant is gathered. In the case of learners this includes visits and stays in countries where English is usually spoken, information on the languages spoken at home and enrolment in English classes outside school, among others.

For parents, information about their English proficiency and its use at their workplaces is required, as is their level of studies. Ideally, all parents should complete the questionnaires and do so individually, so that possible differences in the role of mother and father can be ascertained and bias from monitoring is limited.

The participants' speaking performance will be assessed through a peer interaction task, taken from the official Cambridge Certificates (University of Cambridge Local Examinations Syndicate, 2018a, 2018b, see Appendix 7). Proficiency levels can oscillate according to the school's location and core focus, but is expected to be close to B1. The peer interaction mode has been chosen because oral proficiency interviews tend to yield 'test discourse' or 'institutional talk', and do not represent normal conversation (Van Lier, 1989, in Ducasse & Brown, 2009, p. 424).

Depending on the sample size and the learners' oral output, common noteworthy characteristics might be found that could be subject to further analysis to either one or more measures stated in Iwashita, Brown, McNamara & O'Hagan (2008) or, on a smaller scale, in Llanes & Muñoz (2009).

4.4 Procedure

Students and parents would be required to fill in their questionnaires before and upon completion of the project with all its stages (pre-, main and post-stages). In the case of the project on St. James' Way, its length is shorter, concentrating mainly in the time period from the end of May till the end of the school year. However, the school exchange programme will most probably extend throughout the entire school year, depending on the selected dates of the actual exchanges. Disposing of data as to the learners' and

parental attitudes before and after the projects is fundamental since possible attitudinal changes, their degree and correlation can be investigated.

Questionnaires are to be completed separately in order to avoid bias. That is, for each student there will be a maximum of three replies (the student themselves and two parents). The reason for this is that fathers and mothers might have dissimilar perceptions of EFL and in case there are differences those should be taken into account.

The results obtained from the questionnaires would be analysed using parametric (Student's t-test) or non-parametric (Mann-Whitney) tests, depending on sample sizes and their distribution; SPSS (Statistical Package for Social Sciences) version 24 would be used for statistical analysis.

Students would be required to fill in the computer-based version online during class unlike their parents, who would be handed over a paper-based version. Handing over a physical questionnaire would possibly increase the number of responses, since it is more difficult to be overlooked, lost or forgot, and is friendly with those families who might not be acquainted with online forms. After reception of the responses, the data obtained should be introduced identically to the software for further analysis.

As to the speaking performance, students who have completed a stay abroad in the framework of the school's exchange programme, will be subject to take on a speaking task in pairs shortly before and after the stay. This will hopefully demonstrate if and to which degree different parameters of each individual's oral output have changed.

For the oral assignment, learners would be teacher-grouped in pairs. Teachers would be asked whether they reckoned any learners ought (or not) to be paired in any particular way, based on their reliable knowledge on their students' preferences.

At the beginning they should be shortly interviewed by the instructor for the purpose of warming up. Subsequently, the peer interaction task would take place with a minimum of five native, or high-proficiency experienced teachers. Having attended standardization sessions on assessment for the speaking task is crucial in order to ensure that all raters have a common understanding of the scales and how those should be applied. Also the Speaking Assessment Glossary of Terms (Appendix 7) contributes to a better understanding of the rating standards.

The entire task should be audio-recorded and evaluated by the raters according to the speaking rubric of the Cambridge Exams, which measures performance on the following levels: Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication. Each variable is rated on a scale from 0 (lowest) to five (highest), that is, on six levels.

Furthermore, the spoken texts could be further analysed with the Lexical Complexity Analyzer. Depending on the quantity, quality and diversity of the output, one or more variables of speaking performance analysis considered in a study of Iwashita et al., (2008) or Llanes & Muñoz (2009) would be examined. In terms of fluency, syllables per minute, pauses, articulation rate and the longest fluent run could be measured individually for each participant. For accuracy, the error free clause ratio, type of errors and the average of errors per clause could be assessed. These variables could allow for a more revealing insight into each learner's speaking performance.

The possibility of familiarity with the speaking task is limited since Cambridge Exams are not usually taken at Spanish Public SS because of being private institutions.

The proposed task for peer interaction, its corresponding rubric for score assessment and the Speaking Assessment Glossary of Terms can be found in Appendix 7.

5 Expected results

Regarding the first research question, the findings reported in the Literature Review (e.g. Bartram, 2006; Coşkun, 2015; Zeinivand et al., 2015) support the assumption that there is a positive relationship between parents' and their children's attitude towards EFL learning. Although it can be hypothesized that a similar finding to the existing studies can be derived in the L1-Spanish context, those should be formulated with caution, since the parent-variable is composed of a series of factors and their individual weights to the attitude dimension are still unclear (Bartram, 2006). Notwithstanding, the author expects that, accordingly, a positive correlation between Spanish-L1 learners' and their parents' attitudes in the EFL setting might be found.

Regarding the second research question, there is evidence supporting a positive correlation between attitude and performance in a FL context (Bernaus & Gardner, 2008; Fakeye, 2010, Zeinivand et al.; 2015). However, if attitude can be seen as a predictor for achievement or performance depends considerably on the type of attitude in matter:

attitudes toward the learning situation have been reported as negative predictors with regard to achievement, but positive ones as to motivation, which, in turn, is a determinant for this variable. On the other hand, attitudes toward the TL group are positively related, but only indirectly through the motivation-variable, whereas attitudes toward learning English constitutes a dimension within the motivation-factor, for which a direct positive correlation was found (Bernaus & Gardner, 2008).

In light of these results it is very tempting to assume that speaking performance is also directly or indirectly positively related to one or more attitudinal dimensions. However, attitude so far has not been proved to be a reliable predictor for performance in the oral productive skill. Evidence from literature is scarce and shows limitations (e.g. Lasagabaster, 2011; Zeinivand et al., 2015). Assessing a learner's speaking performance is complex, since there are a considerable number of variables to be taken into consideration and these also change according to the proficiency level, though not in a linear manner (Iwashita et al., 2008). In the framework of existing studies usually only a selection of those were taken into consideration, which makes drawing solid comparisons even more difficult. One peculiarity of this skill is that it seems to take longer to evolve as a consequence of positive attitudes (Lasagabaster, 2011).

On that score, the author expects improvements both in discourse management and interactive communication and in the grammar and vocabulary dimension, based on the findings from Muñoz (2017), who reports significant improvements in fluency and accuracy. However, these dimensions can be claimed to change as a consequence of increased exposure to the TL rather than increasingly positive attitudes. For the pronunciation variable, it can be hypothesized that the adoption of a positive approach to the TL community can lead to improvements, since when feeling attached to its speakers, an individual might be more inclined to adopt a similar way of speaking than somebody who is not in fond of the TL culture.

To the best of the author's knowledge, no study has investigated these very particular variables, thus, no solid claims can be made on the outcome of RQ2.

6 Conclusions

Humans' minds are complex – and so are their attitudes. When trying to find possible correlations between parents and their children, this construct has to be understood in its complexity in order to get a vision of the whole picture.

Apart from being dynamic in nature, a number of factors intervene in the formation, adoption and change of attitudes. Individual factors and the educational context do surely have an impact on attitudinal postures. Notwithstanding, researchers seem to agree on the predominant role of the sociocultural environment in this volatile process: friends, peers, families and parents. The decisive role of parents on their offspring in this respect is reflected in a number of scientific studies and appears to be socially accepted. Being aware of that link is not enough, since correlations can be two-sided according to the variable in matter. That is, parents' influence can become effective through active and passive behaviour, the desire to imitate a role model or, on the contrary, to keep off the parental career path. More studies need to be carried out in order to acquire a more profound understanding of these sometimes contradictory phenomena. In this respect, not only single factors and their correlation, but also their weights within an individual's attitudinal construct need to be further investigated.

Linking an EFL-learner's attitudes to their oral performance is another variable that has been explored in the present study. Adding this dimension to the object of research brings about additional insights, but increases its complexity at the same time. Rather than the achievement in the TL, the focus was set on the oral productive skill, which seems to show dissimilar characteristics with respect to other abilities. If a learner's performance is reliant on their attitudes depends heavily on the attitude dimension in matter.

Apart from the sociocultural dimension, also individual factors became more salient when integrating the oral variable: aptitude has been demonstrated to be more important in the formal classroom settings. On the contrary, it had lower effects on the actual communicative ability in FL learning. In addition to that, it was concluded that, with lower levels of exposure, the speaking skill evolves over a longer time, hence, language gains seem to become salient only on the long run.

It is recommended to carry out more longitudinal studies including the three variables, but following similar approaches as suggested in this Proposal. This should

allow for higher reliability in the results and a more solid base for comparison. Taking into consideration the impact that peer groups can have on both attitudes and speaking performance, further studies should also address this area.

7 Limitations

Several weak points can be found for the realization of this study. One limitation refers to the use of questionnaires instead of interviews. Ellis (2008) states that learners do not necessarily act according to their beliefs and when completing questionnaires, their answers do not always reflect real thoughts. This suggests that assumptions might be inaccurate. Providing anonymous answer formats increases chances for receiving more honest and therefore more accurate answers. Notwithstanding, anonymity in the process can also lead to loss of interest in the study *per se* from the participants' part due to the sensation of impersonality (Oppenheim, 1992, as cited in de Dios Martínez Agudo, 2013). In light of the results from the Literature Review, parental and learners' attitudes appear to be linked. In order to verify this, both students and their parents need to state their names so that possible correlations between the two parts can be assessed, thus losing the advantage of anonymous data collection.

Equally, the fact that the outcome of the speaking task does not have any impact on the grade may be a disincentive for individuals to show their full potential. As to parental participation, the impossibility to make them answer the questions *in situ* can give further rise to doubting the credibility of the outcomes.

With regard to the speaking task, the fact that oral output is not measured in the placement test can distort the results on which the selection of suitable candidates is based. This is especially true because the skill to be assessed for the study is precisely speaking. Compared to individual oral assessment, interaction forms part of the evaluation criteria in the peer task. This variable can be affected depending on the dyads-combinations made by the teacher as a result of interpersonal matters. A further weak point can be found in terms of task familiarity in the post test: learners will most likely not be familiar with the task in the pre-test, but will be in the post-test, which is different in content but equal in development.

When relating the research instruments to the suggested pedagogical activities, it must not be forgot that only outgoing students will be subject to the pre- and post-

speaking-assessments and the questionnaires on attitude. This will most likely automatically exclude learners whose parents are not willing or able to support this project, be it due to financial issues, lack of support, knowledge or encouragement in EFL learning (Muñoz, 2017). It can be hypothesized that only rather open-minded parents, conscious of the importance of EFL may be more inclined to let their children form part of this project and, in turn, invite a host student to their homes. This could clearly affect the overall initial results of parental attitudes, possible attitude changes assessed in the study and their degree.

Another limitation can be found in the nature of the task in the pilgrim shelter with students being represented in small groups: It can be assumed that attitude change is most likely to be derived at this very stage of the project. When acting as a group, more reluctant learners might find themselves in the shadow of more experienced or self-conscious group members (Yan & Horwitz, 2008) and, hence, fail to experience the exposure to the TL that this project offers to them.

Once the results from this study could be assessed, several shortcomings need to be taken into consideration when making comparisons with results from the Literature Review: The analysed studies often followed dissimilar approaches and the concepts on which they were based frequently lack a clear and universal definition. In occasions, information about subjects (selection approach) and the speaking task (general procedure, rater background and qualification, assessment criteria, etc.) could not be retrieved from the individual studies. Regarding age, part of the studies focussed on university students only. As a consequence, the outcomes for comparison with existing studies can be somewhat questionable. It is recommended to carry out various studies that follow this similar approach, so that proper comparisons can be made.

8 Pedagogical implications

In light of these results, the vast number of influencing factors on an EFL learner's attitudes and speaking proficiency becomes more tangible. For a future outlook, these need due consideration as to tackling difficulties and allowing for better evolvement of individuals in their diverse surroundings. The following sections provide an insight into possible pedagogical implications referring to both, attitudes formation and the speaking skill, divided into three different environments to which learners are usually exposed and where formation of attitudes towards EFL learning and oral production of the TL

frequently take place: the target-language community, the educational context and the closer social environment.

Given the fact that this Master's Dissertation features a proposal mode, the pedagogical implications suggested will be based on the general existing trends on the Literature Review presented above, as well as on the possible outcomes derived from the implementation of the specific activities suggested in the proposal.

8.1 TL community

Findings suggest that learners made high use of their L1 and did not get actively in touch and interact with native speakers. Consequently, they need to be made aware of the importance of seeking and maximizing contact with others in the TL, especially teenage learners, who might not see the gains of such an investment on the long run (Muñoz, 2017). Likewise, this paper advocates the increase of cultural awareness in the EFL learning process, as scholars have already put forward (e.g., Cocca & Cocca, 2019). Among other strategies, they recommend the implementation of ICT and digital content in the classroom, which give students a chance for interaction with the TL community (Dema & Moeller, 2012, as cited in Cocca and Cocca, 2019). The present study also shares Yashima's (2002) proposal of a design of classroom activities aiming to promote learners' interest in other cultures and in international activities and affairs, since the willingness to communicate in the TL has proven to be significantly dependent on the international posture of a learner.

8.2 Educational context

When analysing learners' comments on situations referred to FLA and motivating aspects inside the classroom, the influence from various factors from the educational context became more obvious. Hence, it was included in an attempt to demonstrate which measures can be taken to favour the formation of more positive attitudes in this setting.

This study backs up the notions put forward by Donitsa-Schmidt et al. (2004) that states and institutions should strive for excellence when developing programmes and curricula and the emphasis placed by Abidin, Pour-Mohammadi & Alzwari (2012) to create those in accordance with the learners' interests and needs. Promoting cooperation between schools and teachers can allow for better continuity in this respect. The findings also point to the need for exposure to out-of school English, and the importance of integrating interesting elements to the classroom (Muñoz, 2017). The different teaching

and learning approaches and wider task variety used in CLIL methodology seem to increase the level of motivation and achievement of its learners, when compared to traditional EFL classes. This method appears to result in higher meaningfulness to the learners, thus, entailing better learning outcomes (Lasagabaster, 2011) and should therefore be further developed and employed.

As to the teacher-variable, regular on-the-job training is a vital duty (e.g. Coşkun, 2015), as is the need to keep up to date with current innovations in teaching (Fakeye, 2010) and making use of ICT (Cocca & Cocca, 2019).

Classroom practice should endorse breaking down more monotonous activities into shorter tasks and employing a greater number authentic (Yan & Horwitz, 2008) and state-of-the-art materials and supplementary resources in teaching (Abidin et al., 2012).

Regarding activities, thorough preparation (Hussain, 2017, as cited in Ali, Shamsan, Guduru & Yemmela, 2019) and a general shift from traditional learning methods (Zeinivand et al., 2015) to the adoption of a more communicative approach (Abidin et al., 2012; Cocca & Cocca, 2019; Zeinivand et al., 2015), with student-centred activities and cooperative learning (Cocca & Cocca, 2019; Lasagabaster, 2011) is necessary. Class activities should also be characterised by certain challenge, novelty and agency from the learners' part, and in which imagination is required. The teacher as instructor should be positive, have a sense of humour and show enthusiasm for the FL and use it frequently in the classroom, but avoid being overly strict (Dewaele et al., 2019).

Following the communicative approach, oral production is in the limelight: learners should use the TL from the first day on, independent of their proficiency levels (Ali et al., 2019). This requires tolerance as to committing mistakes from the part of the teacher, who must see that frequent error correction and interruptions might distort fluency and thus discourage the learner from speaking (Hussain, 2017, as cited in Ali et al., 2019).

All these strategies should contribute to increased effectiveness in teaching and, in turn, to the adoption of more positive attitudes from the students' part.

8.3 Closer social environment

In order to reduce FLA in learners as a consequence of the peer-factor, students can be grouped together in smaller units according to their language competence and

being offered learning materials that matches each group's level (Yan & Horwitz, 2008). Groups consist of learners of varying proficiencies, therefore teachers need to consider this phenomenon in their instructional planning (Hussain, 2017, as cited in Ali et al., 2019). Rather than fostering competition, classroom activities should be designed with the aim of fostering cooperation among students. In speaking assignments, the teacher could allow for preparation time in group discussions and in pairs (learner-learner-interaction) before asking students to present oral responses under the scrutiny of the whole class (Yan & Horwitz, 2008), thus gaining confidence (Yashima, 2002).

Considering the parents' influence in their children's EFL learning attitudes, parents need to be increasingly involved in students' English learning process, so that this practice is perceived more positively. Creating a favourable environment and demonstrating supportive learning behaviour (assistance with homework, showing interest in their learners' progress or learning together with them) is crucial for the adoption of more positive attitudes. On the parents-teacher level, there is need for close cooperation, which should not only lead to increased learner success, but also provoke positive changes in parental attitudes to EFL learning (Coşkun, 2015).

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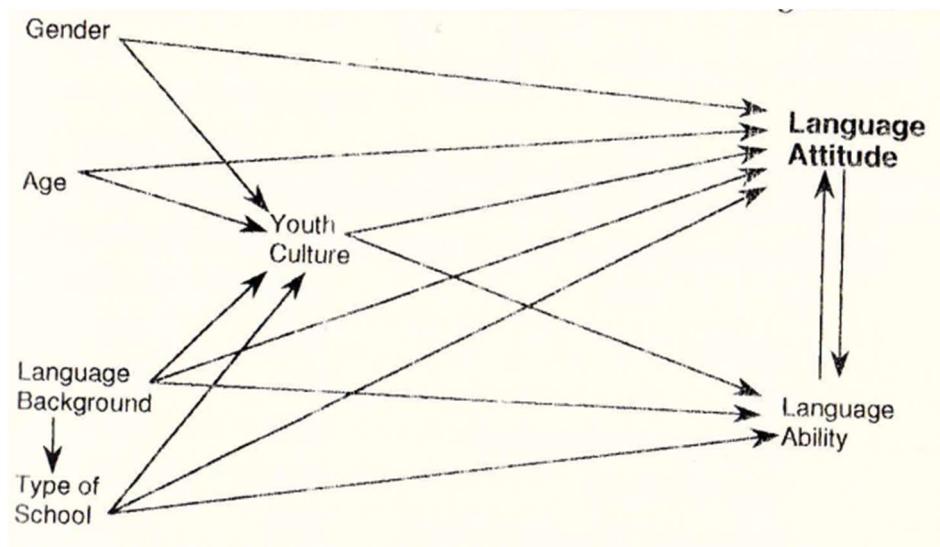
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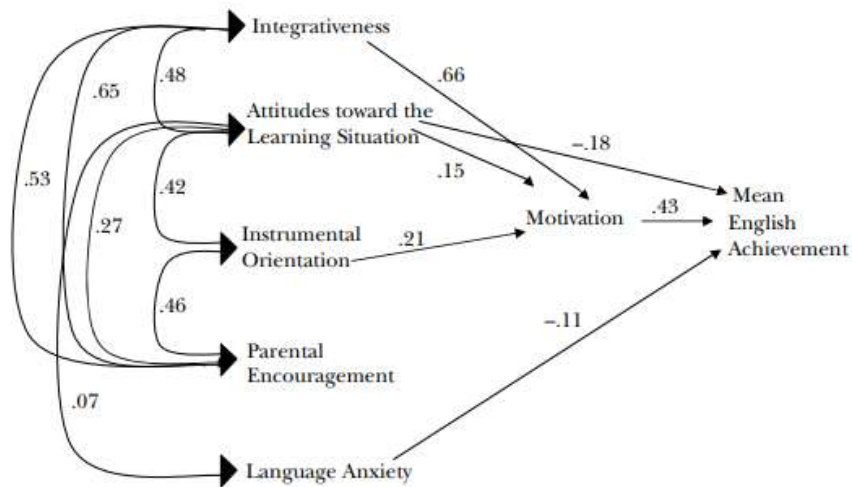
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Appendix 1: Direct and indirect effects on attitude



Baker (1992, p. 69)

Appendix 2: Final Path Analytic Model



Bernaus & Gardner (2008, p. 394)

Analysed variables in that study:

- Integrativeness:
 - Attitudes toward the Target Language Group
 - Interest in Foreign Languages
 - Integrative Orientation
- Attitudes toward the Learning Situation:
 - English Teacher Evaluation
 - English Course Evaluation
- Motivation:
 - Motivational Intensity
 - Desire to Learn English
 - Attitudes toward Learning English
- Language Anxiety:
 - English Class Anxiety
 - English Use Anxiety
- Instrumental Orientation (a single item)
- Parental Encouragement (a single item)

Bernaus & Gardner (2008, p. 390)

Appendix 3: Project ‘St. James’ Way’

	Group setting	Location	Task	Activities
Pre-test: Questionnaires				
Pre-tasks	Whole group	Classroom	Preparation in English and CLIL-subjects:	<ul style="list-style-type: none">▪ Historic and cultural background of Saint James' Way▪ The pilgrim shelter▪ Problem-solving▪ Vocabulary knowledge
Main task	Groups of 2-4	Pilgrim shelter	Engagement with pilgrims	<ul style="list-style-type: none">▪ Welcome and give basic explanations▪ Give directions▪ Provide information▪ Trouble-shooting▪ Casual conversation
			Taking notes	<ul style="list-style-type: none">▪ Demographic aspects▪ Nature of enquiries▪ Difficulties encountered▪ Solutions▪ Other findings
Post-task	Groups of 2-4	School	Presentation	<ul style="list-style-type: none">▪ Power Point, Prezi, infographics, or other tools▪ Aimed at<ul style="list-style-type: none">– Fellow students– Students from the same and lower years– Teachers– Parents and families
			Dissemination	<ul style="list-style-type: none">▪ Article and infographics on the school's homepage or blog▪ Article in the school's magazine▪ Illustrative poster in the entrance hall or on the news-board
Post-test: Questionnaires				

Appendix 4: Project ‘Student exchange’

	Agent	Location	Aim	Activities
Pre-test: Questionnaires				
Pre-stay	Whole group and subject teachers	Classroom	Getting in touch with partner school	<ul style="list-style-type: none">Participation in eTwinning projects through various subjects
	Experienced exchange students	School	Information exchange and preparation	<ul style="list-style-type: none">Testimonials give information and answer questionsAssign a buddy to each studentOrganize information sessions
	English teacher	School	Assigning partner student	<ul style="list-style-type: none">Gather information about each studentMatch students according to their interests
Pre-test: Speaking				
Stay	Individual student	Abroad	Exposure to TL	<ul style="list-style-type: none">Spend time with the host family, particularly with the exchange studentParticipate in their day-to-day activities
			Reflection on learning	<ul style="list-style-type: none">Reporting and reflecting on experiences<ul style="list-style-type: none">New vocabulary and applicationProblematic situationsSense of achievement etc.
Post-test: Speaking				
Post-stay	Whole group and English teacher	School	Reflection and future planning	<ul style="list-style-type: none">Usefulness and gainsWeak points and recommendationsOrganizational issues (receiving exchange students, strategies to strengthen bonds)
	Small groups and subject teachers		Dissemination	<ul style="list-style-type: none">Presentation to fellow students, teachers, parents and familiesArticle and infographics on the school's homepage or blogArticle in the school's magazineIllustrative poster in the entrance hall or on the news-board
Post-test: Questionnaires				

Appendix 5: Parents' questionnaire

Cuestionario para progenitores: Actitud hacia inglés como lengua extranjera

Este cuestionario forma parte del siguiente trabajo de investigación: La relación entre la actitud de las/os estudiantes hacia inglés como lengua extranjera y la de sus progenitores (padres, madres, tutores) y su impacto en la producción oral en interacción en lengua inglesa por parejas.

La investigación tiene como objetivo medir la actitud que tienen las/os estudiantes de inglés como lengua extranjera y sus progenitores hacia este idioma para analizar una posible correlación. Para ello, tanto las/os estudiantes como sus progenitores cumplimentarán un cuestionario que mide las actitudes hacia este idioma.

Los datos personales serán tratados de forma totalmente anónima, así como los resultados de todos los cuestionarios y actividades. La participación en este estudio es voluntaria.

Por favor, lea atentamente las preguntas de este cuestionario y contéstelas con la mayor sinceridad posible. Recuerde que no hay respuestas correctas ni incorrectas.

Cuestionario para progenitores: Actitud hacia inglés como lengua extranjera

*Obligatorio

Datos personales

Nombre y apellidos *

Tu respuesta

Edad *

Tu respuesta

Soy progenitor/a del/de la siguiente estudiante: *

Tu respuesta

¿Cómo evaluaría su nivel de inglés? *

- ☐ No tengo conocimientos de inglés.
- ☐ Entiendo algo, pero no soy capaz de expresarme.
- ☐ Entiendo y me expreso en situaciones cotidianas.
- ☐ Entiendo y me expreso tanto a nivel particular como profesional, pero de forma limitada.
- ☐ Entiendo y me expreso tanto a nivel particular como profesional sin limitaciones.
- ☐ Soy nativo/a de inglés.
- ☐ Otro: _____

¿Con qué frecuencia utiliza el inglés en su trabajo? *

- ☐ Nunca o casi nunca.
- ☐ Esporádicamente (menos de 1 vez cada 2 semanas).
- ☐ Habitualmente (por lo menos 3 veces a la semana)
- ☐ A diario.

¿Cuál es su nivel superior de estudios alcanzado? *

- ☐ Sin estudios.
- ☐ Primarios.
- ☐ ESO/EGB/Otros
- ☐ Bachillerato/BUP/Formación Profesional
- ☐ Universitarios
- ☐ Otro: _____

¿Cuál es su actividad profesional? *

Tu respuesta _____

Actitud hacia inglés como lengua extranjera

¿Cómo de identificado/a se siente con las siguientes afirmaciones? Marque del 1 al 5. (1 = me siento nada identificado/-a, 5 = me siento muy identificado/-a) *

	1 (me siento nada identificado/a)	2	3	4	5 (me siento muy identificado/a)
Siempre intento entender todo el inglés que leo y escucho.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pienso que mi hijo/a debería dedicar más tiempo al estudio del y en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprender inglés y en inglés es importante porque otras personas me respetarán más si sé inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El inglés y asignaturas impartidas en inglés son asignaturas muy importantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cuanto más inglés aprenda, mejor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quiero que mi hijo/a lleve el estudio del y en inglés al día.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Animo a mi hijo/a a que practique el inglés lo máximo posible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me intereso mucho por todo lo que hace mi hijo/a en la clase de inglés y en asignaturas impartidas en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El aprendizaje del y en inglés es importante ya que permite conseguir un mejor trabajo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprender inglés y en inglés es una pérdida de tiempo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Animo a mi hijo/a que pregunte al profesorado en caso de tener algún problema con el inglés o en las asignaturas impartidas en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sinceramente, no me interesa aprender inglés ni en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cuando el/la profesor/a de inglés o de una asignatura impartida en inglés entrega la tarea corregida, no se revisa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solo me interesa obtener unos conocimientos básicos de la lengua inglesa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estudiar inglés y en inglés es importante porque ello hará que sea una persona más instruida.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creo que mi hijo/a debería seguir estudiando inglés y en inglés a lo largo de toda su vida.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las actividades que implican inglés en el trabajo, las suelo dejar para el final.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considero muy importante para mi hijo/a que estudie inglés y asignaturas impartidas en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estudiar inglés y en inglés es importante porque me puede ser necesario en mi profesión.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me gustaría poder hablar inglés de manera fluida.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He recalcado la importancia que tiene el inglés para mi hijo/a cuando deje el instituto.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Planeo estudiar todo el inglés que me sea posible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intento ayudar a mi hijo/a con el estudio del inglés y en asignaturas impartidas en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pienso que estudiar inglés y en inglés es inútil.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cuestionario para progenitores: Actitud hacia inglés como lengua extranjera

¡Muchas gracias por su participación y colaboración en este estudio!

Una vez haya finalizado, tendrá a su disposición toda la información relativa a los resultados obtenidos en el mismo, respetando la confidencialidad de los participantes. Puede obtener los datos poniéndose en contacto con la investigadora principal: hell.73607@e.unavarra.es

Appendix 6: Learners' questionnaire

Cuestionario para estudiantes: Actitud hacia inglés como lengua extranjera

Este cuestionario forma parte del siguiente trabajo de investigación: La relación entre la actitud de las/os estudiantes hacia inglés como lengua extranjera y la de sus progenitores (padres, madres, tutores) y su impacto en la producción oral en interacción en lengua inglesa por parejas.

La investigación tiene como objetivo medir la actitud que tienen las/os estudiantes de inglés como lengua extranjera y sus progenitores hacia este idioma para analizar una posible correlación. Para ello, tanto las/os estudiantes como sus progenitores cumplimentarán un cuestionario que mide las actitudes hacia este idioma.

Los datos personales serán tratados de forma totalmente anónima, así como los resultados de todos los cuestionarios y actividades. La participación en este estudio es voluntaria.

Por favor, lee atentamente las preguntas de este cuestionario y contéstalas con la mayor sinceridad posible. Recuerda que no hay respuestas correctas ni incorrectas.

Cuestionario para estudiantes: Actitud hacia inglés como lengua extranjera

*Obligatorio

Datos personales

Nombre y apellidos *

Tu respuesta

Edad *

Tu respuesta

¿Cuál es tu lengua materna? / ¿Cuáles son tus lenguas maternas? *

☐ Castellano

☐ Euskera

☐ Francés

☐ Otro: _____

¿En qué idioma(s) hablas habitualmente en casa? *

- ☐ Castellano
- ☐ Euskera
- ☐ Francés
- ☐ Inglés
- ☐ Otro: _____

¿Has vivido en un país donde se habla de forma habitual inglés? *

- ☐ No.
- ☐ Sí, menos de 2 semanas.
- ☐ Sí, entre 2 semanas y 1 mes.
- ☐ Sí, entre 1 y 2 meses.
- ☐ Sí, más de 2 meses.
- ☐ Otro: _____

Si has vivido en un país donde se habla de forma habitual inglés, indica cuál/es ha/n sido. *

Tu respuesta _____

¿Recibes o has recibido alguna vez clases de inglés fuera del colegio? (aunque haya sido esporádicamente, por ejemplo en una academia) *

- ☐ Sí, en el pasado y en el presente.
- ☐ Sí, solo en el pasado.
- ☐ Sí, solo en el presente.
- ☐ En ninguna ocasión.

¿Sueles o solías tener exposición al inglés en entornos no formales fuera del aula? *

	En el pasado y en el presente	Solo en el pasado	Solo en el presente	En ninguna ocasión
Videojuegos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Redes sociales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Películas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Otro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Actitud hacia inglés como lengua extranjera

¿Cómo de identificado/a te sientes con las siguientes afirmaciones? Marca del 1 al 5 (1 = me siento nada identificado/-a, 5 = me siento muy identificado/-a). *

	1 (me siento nada identificado/a)	2	3	4	5 (me siento muy identificado/a)
Siempre intento entender todo el inglés que leo y escucho.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mis progenitores piensan que debería dedicar más tiempo al estudio del y en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprender inglés y asignaturas impartidas en inglés es importante porque otras personas me respetarán más si sé inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El inglés y asignaturas impartidas en inglés son asignaturas muy importantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cuanto más inglés aprenda, mejor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Llevo el estudio del inglés y de asignaturas impartidas en inglés al día.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mis progenitores me animan a que practique el inglés lo máximo posible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mis progenitores se interesan mucho por todo lo que hago en la clase de inglés y en las asignaturas impartidas en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El aprendizaje del y en inglés es importante ya que me permitirá conseguir un mejor trabajo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprender inglés y en inglés es una pérdida de tiempo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mis progenitores me animan a que pregunte al profesorado en caso de tener algún problema con el inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sinceramente, no me interesa aprender inglés ni en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cuando el/la profesor/a de inglés o de asignaturas impartidas en inglés me entrega la tarea corregida, no la reviso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solo me interesa obtener unos conocimientos básicos de la lengua inglesa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estudiar inglés y en inglés es importante porque ello hará que sea una persona más instruida.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mis progenitores creen que debería seguir estudiando inglés y en inglés a lo largo de toda mi vida.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suelo dejar la elaboración de la tarea de inglés y de las asignaturas impartidas en inglés para el final.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mis progenitores creen que es muy importante que estudie inglés y en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estudiar inglés y en inglés es importante porque me será necesario en mi profesión.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me gustaría poder hablar inglés de manera fluida.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mis progenitores han recalcado la importancia que tendrá el inglés para mí cuando deje el instituto.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planeo estudiar todo el inglés que me sea posible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mis progenitores intentan ayudarme con el estudio del inglés y de asignaturas impartidas en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pienso que estudiar inglés y en inglés es inútil.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cuestionario para estudiantes: Actitud hacia inglés como lengua extranjera

¡Muchas gracias por tu participación y colaboración en este estudio!

Una vez hayas finalizado, tendrás a tu disposición toda la información relativa a los resultados obtenidos en el mismo, respetando la confidencialidad de los participantes. Puedes obtener los datos poniéndote en contacto con la investigadora principal:

hell.73607@e.unavarra.es

Appendix 7: Speaking task and rubric

Warm-up phase:

Phase 1	
Interlocutor	
<i>To both candidates</i>	Good morning/afternoon/evening. Can I have your mark sheets, please? <i>Hand over the mark sheets to the Assessor.</i> I'm and this is
<i>To Candidate A</i>	What's your name? Where do you live/come from? Thank you.
<i>To Candidate B</i>	And what's your name? Where do you live/come from? Thank you.

Back-up prompts	
B, do you work or are you a student?	Do you have a job? Do you study?
What do you do/study?	What job do you do? What subject do you study?
Thank you.	
And A, do you work or are you a student?	Do you have a job? Do you study?
What do you do/study?	What job do you do? What subject do you study?
Thank you.	

University of Cambridge Local Examinations Syndicate (2018a, p. 4)

Peer task in the pre-test:

Speaking Test 1 (Work and Relaxation)

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Place Part 3 booklet, open at Task 1, in front of the candidates.

A young man works very hard, and has only one free day a week. He wants to find an activity to help him relax.

Here are some activities that could help him relax.

Talk together about the different activities he could do, and say which would be most relaxing.

All right? Now, talk together.

Candidates
approx. 2-3 minutes

Interlocutor Thank you. (Can I have the booklet please?) *Retrieve Part 3 booklet.*

Part 4

Interlocutor Use the following questions, as appropriate:

- What do you do when you want to relax? (Why?)
- Do you prefer to relax with friends or alone? (Why?)
- Is it important to do exercise in your free time? (Why?/Why not?)
- Is it useful to learn new skills in your free time? (Why?/Why not?)
- Do you think people spend too much time working/studying these days? (Why?/Why not?)

Select any of the following prompts, as appropriate:

- How/what about you?
- Do you agree?
- What do you think?

Thank you. That is the end of the test.

University of Cambridge Local Examinations Syndicate (2018a, p. 8)

Activities to help the man relax



University of Cambridge Local Examinations Syndicate (2018a, p. 9)

Peer task in the post-test:

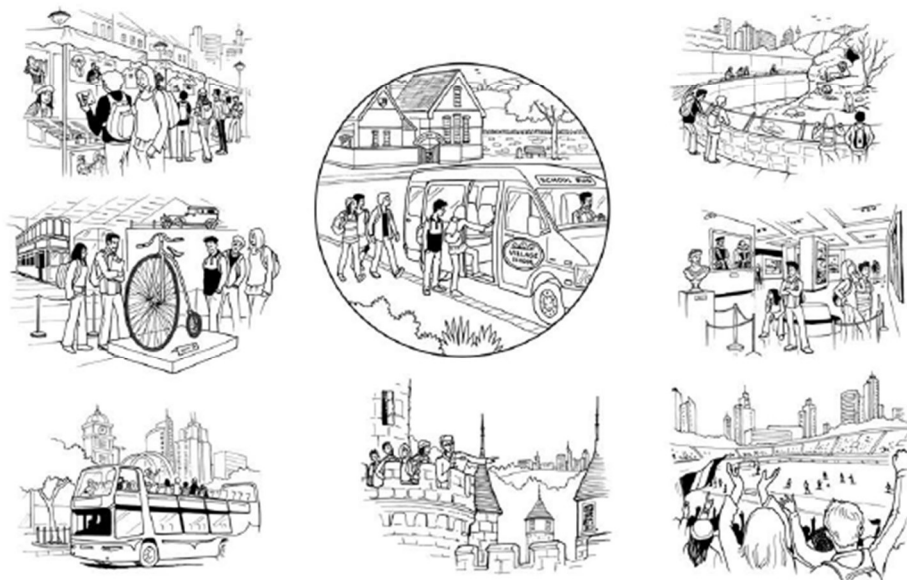
Speaking Test 1 (School visit to a capital city)	
Parts 3 and 4 (6 minutes)	
Part 3	
Interlocutor	<p>Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.</p> <p><i>Place Part 3 booklet, open at Task 1, in front of the candidates.</i></p> <p>Some students from a small village school are going on a trip to their capital city.</p> <p>Here are some activities they could do there.</p> <p>Talk together about the different activities they could do in their capital city, and say which would be most interesting.</p> <p>All right? Now, talk together.</p>
Candidates ⌚ approx. 2–3 minutes
Interlocutor	Thank you. (Can I have the booklet please?) <i>Retrieve Part 3 booklet.</i>
Part 4	
Interlocutor	<p>Use the following questions, as appropriate:</p> <ul style="list-style-type: none">• Would you like to have more school trips? (Where would you like to go?)• What do you need to take when you go on a trip?• Do you prefer to go on trips with your friends or your family? (Why?)• What do you think is the best time of year to visit a city? (Why?)• Which do you think is more interesting: visiting the countryside or visiting a city? (Why?) <p>Thank you. That is the end of the test.</p>

Select any of the following prompts, as appropriate:

- How/what about you?
- Do you agree?
- What do you think?

University of Cambridge Local Examinations Syndicate (2018b, p. 8)

A school visit to a capital city



University of Cambridge Local Examinations Syndicate (2018b, p. 8)

Rubric:

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	Performance shares features of Bands 3 and 5.			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	Performance shares features of Bands 1 and 3.			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	Performance below Band 1.			

University of Cambridge Local Examinations Syndicate (2016, p. 62)

Speaking assessment glossary of terms:

Speaking assessment glossary of terms

1. GENERAL

CONVEYING BASIC MEANING

Conveying basic meaning: the ability of candidates to get their message across to their listeners, despite possible inaccuracies in the structure and/or delivery of the message.

SITUATIONS AND TOPICS

Everyday situations: situations that candidates come across in their everyday lives, e.g. having a meal, asking for information, shopping, going out with friends or family, travelling to school or work, taking part in leisure activities. A *Cambridge English: Key (KET)* task that requires candidates to exchange details about a store's opening hours exemplifies an everyday situation.

Familiar topics: topics about which candidates can be expected to have some knowledge or personal experience. *Cambridge English: First (FCE)* tasks that require candidates to talk about what people like to do on holiday, or what it is like to do different jobs, exemplify familiar topics.

Unfamiliar topics: topics which candidates would not be expected to have much personal experience of. *Cambridge English: Advanced (CAE)* tasks that require candidates to speculate about whether people in the world today only care about themselves, or the kinds of problems that having a lot of money can cause, exemplify unfamiliar topics.

Abstract topics: topics which include ideas rather than concrete situations or events. *Cambridge English: Proficiency (CPE)* tasks that require candidates to discuss how far the development of our civilisation has been affected by chance discoveries or events, or the impact of writing on society, exemplify abstract topics.

UTTERANCE

Utterance: people generally write in sentences and they speak in utterances. An utterance may be as short as a word or phrase, or a longer stretch of language.

2. GRAMMAR AND VOCABULARY

APPROPRIACY OF VOCABULARY

Appropriacy of vocabulary: the use of words and phrases that fit the context of the given task. For example, in the utterance *I'm very sensible to noise*, the word *sensible* is inappropriate as the word should be *sensitive*. Another example would be *Today's big snow makes getting around the city difficult*. The phrase *getting around* is well suited to this situation. However, *big snow* is inappropriate as *big* and *snow* are not used together. *Heavy snow* would be appropriate.

FLEXIBILITY

Flexibility: the ability of candidates to adapt the language they use in order to give emphasis, to differentiate according to the context, and to eliminate ambiguity. Examples of this would be reformulating and paraphrasing ideas.

GRAMMATICAL CONTROL

Grammatical control: the ability to consistently use grammar accurately and appropriately to convey intended meaning.

Where language specifications are provided at lower levels (as in *Cambridge English: Key (KET)* and *Cambridge English: Preliminary (PET)*), candidates may have control of only the simplest exponents of the listed forms.

Attempts at control: sporadic and inconsistent use of accurate and appropriate grammatical forms. For example, the inconsistent use of one form in terms of structure or meaning, the production of one part of a complex form incorrectly or the use of some complex forms correctly and some incorrectly.

Spoken language often involves false starts, incomplete utterances, ellipsis and reformulation. Where communication is achieved, such features are not penalised.

GRAMMATICAL FORMS

Simple grammatical forms: words, phrases, basic tenses and simple clauses.

Complex grammatical forms: longer and more complex utterances, e.g. noun clauses, relative and adverb clauses, subordination, passive forms,

infinitives, verb patterns, modal forms and tense contrasts.

RANGE

Range: the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.

3. DISCOURSE MANAGEMENT

COHERENCE AND COHESION

Coherence and cohesion are difficult to separate in discourse. Broadly speaking, coherence refers to a clear and logical stretch of speech which can be easily followed by a listener. Cohesion refers to a stretch of speech which is unified and structurally organised.

Coherence and cohesion can be achieved in a variety of ways, including with the use of cohesive devices, related vocabulary, grammar and discourse markers.

Cohesive devices: words or phrases which indicate relationships between utterances, e.g. addition (*and, in addition, moreover*); consequence (*so, therefore, as a result*); order of information (*first, second, next, finally*).

At higher levels, candidates should be able to provide cohesion not just with basic cohesive devices (e.g. *and, but, or, then, finally*) but also with more sophisticated devices (e.g. *therefore, moreover, as a result, in addition, however, on the other hand*).

Related vocabulary: the use of several items from the same lexical set, e.g. *train, station, platform, carriage; or study, learn, revise*.

Grammatical devices: essentially the use of reference pronouns (e.g. *it, this, one*) and articles (e.g. *There are two women in the picture. The one on the right ...*).

Discourse markers: words or phrases which are primarily used in spoken language to add meaning to the interaction, e.g. *you know, you see, actually, basically, I mean, well, anyway, like*.

University of Cambridge Local Examinations Syndicate (2016, p. 64)

EXTENT/EXTENDED STRETCHES OF LANGUAGE

Extent/extended stretches of language: the amount of language produced by a candidate which should be appropriate to the task. Long turn tasks require longer stretches of language, whereas tasks which involve discussion or answering questions could require shorter and extended responses.

RELEVANCE

Relevance: a contribution that is related to the task and not about something completely different.

REPETITION

Repetition: repeating the same idea instead of introducing new ideas to develop the topic.

4. PRONUNCIATION

INTELLIGIBLE

Intelligible: a contribution which can generally be understood by a non-EFL/ESOL specialist, even if the speaker has a strong or unfamiliar accent.

PHONOLOGICAL FEATURES

Phonological features include the pronunciation of individual sounds, word and sentence stress and intonation.

Individual sounds are:

pronounced vowels, e.g. the /æ/ in *cat* or the /e/ in *bed*

diphthongs, when two vowels are rolled together to produce one sound, e.g. the /aʊ/ in *host* or the /eɪ/ in *hate*

consonants, e.g. the /k/ in *cut* or the /f/ in *fish*.

Stress: the emphasis laid on a syllable or word. Words of two or more syllables have one syllable which stands out from the rest because it is pronounced more loudly and clearly, and is longer than the others, e.g. *imPORtant*. Word stress can also distinguish between words, e.g. *proTEST* vs *PROtest*. In sentences, stress can be used to indicate important meaning, e.g. *WHY* is that one important? versus *Why* is *THAT* one important?

Intonation: the way the voice rises and falls, e.g. to convey the speaker's mood, to support meaning or to indicate new information.

5. INTERACTIVE COMMUNICATION

DEVELOPMENT OF THE INTERACTION

Development of the interaction: actively developing the conversation, e.g. by saying more than the minimum in response to the written or visual stimulus, or to something the other candidate/interlocutor has said, or by proactively involving the other candidate with a suggestion or question about further developing the topic (e.g. *What about bringing a camera for the holiday?* or *Why's that?*).

INITIATING AND RESPONDING

Initiating: starting a new turn by introducing a new idea or a new development of the current topic.

Responding: replying or reacting to what the other candidate or the interlocutor has said.

PROMPTING AND SUPPORTING

Prompting: instances when the interlocutor repeats, or uses a backup prompt or gesture in order to get the candidate to respond or make a further contribution.

Supporting: instances when one candidate helps another candidate, e.g. by providing a word they are looking for during a discussion activity, or helping them develop an idea.

TURN AND SIMPLE EXCHANGE

Turn: everything a person says before someone else speaks.

Simple exchange: a brief interaction which typically involves two turns in the form of an initiation and a response, e.g. question-answer, suggestion-agreement.

University of Cambridge Local Examinations Syndicate (2016, p. 65)

Abbreviations

AMTB	Attitude/Motivation Test Battery
CLIL	Content and Language Integrated Learning
EFL	English as a Foreign Language
FL	Foreign Language
FLA	Foreign Language Anxiety
FLE	Foreign Language Enjoyment
FLL	Foreign Language Learning
ICT	Information and Communication Technology
L1	A speaker's first language
L2	A speaker's second language
PS	Primary School
RQ	Research Question
SPSS	Statistical Package for Social Sciences
SS	Secondary School
TL	Target Language